

## Cluster Area V: Secondary Transition (BT)

**Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?**

**State Goals (for reporting period July 1, 2003 through June 30, 2004):**

- The percentage of students with disabilities employed or enrolled in continuing education six months post-vocational training will increase or be maintained at a high level.\*
- The percentage of students with disabilities employed or enrolled in continuing education six months post-graduation will increase or be maintained at a high level.\*
- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in the appropriate content to improve post-secondary outcomes of students with disabilities.\*
- Increased incentives for administrators to promote the provision of appropriate and effective transition programming to improve post-secondary outcomes of students with disabilities.
- Districts will integrate data into secondary transition decision-making processes to improve post-secondary outcomes of students with disabilities.\*
- Increased collaboration among agencies that provide services to students with disabilities to improve post-secondary outcomes of students with disabilities.
- The Department of Elementary and Secondary Education (DESE) will collaborate with Institutes of Higher Education (IHE) to develop appropriate course content for new and existing teachers to improve post-secondary outcomes of students with disabilities.
- Dissemination system available for current/new practices and information on secondary transition to improve post-secondary outcomes of students with disabilities.

\*Also goal/indicator for students who are non-disabled

**Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):**

- The percentage of students with disabilities employed or enrolled in continuing education six months post-vocational training.
- The percentage of students with disabilities employed or enrolled in continuing education six months post-graduation.

## 1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

Six Month Post-Graduate Follow-Up											
Follow-Up Categories	2001 Graduates			2002 Graduates			2003 Graduates				
	Students with Disabilities	All Students	Diff	Students with Disabilities	All Students	Diff	Students with Disabilities		All Students		Diff
Continuing Education Categories	%	%	%	%	%	%	#	%	#	%	%
4 - Year College	12.2%	39.5%	-27.3%	11.2%	39.6%	-28.4%	618	12.6%	22,029	38.7%	-26.1%
2 - Year College	23.2%	24.6%	-1.4%	24.8%	25.5%	-0.7%	1,148	23.4%	15,255	26.8%	-3.4%
Non - College	6.9%	3.9%	3.0%	7.5%	4.1%	3.4%	304	6.2%	2,277	4.0%	2.2%
<i>Total Continuing Education</i>	42.3%	68.0%	-25.7%	43.6%	69.2%	-25.6%	2,070	42.2%	39,561	69.5%	-27.3%
Employed Categories											
Military	2.9%	3.6%	-0.7%	3.5%	3.6%	-0.1%	163	3.3%	1,935	3.4%	-0.1%
Employment <sup>4</sup>	42.2%	21.0%	21.2%	39.1%	20.1%	19.0%	1,874	38.2%	10,986	19.3%	18.9%
<i>Total Employed Categories</i>	45.2%	24.6%	20.6%	42.6%	23.7%	18.9%	2,037	41.5%	12,922	22.7%	18.8%
Total Employed and Continuing	87.5%	92.6%	-5.1%	86.2%	92.9%	-6.7%	4,107	83.7%	52,483	92.2%	-8.5%
Other	12.1%	5.6%	6.5%	8.4%	3.6%	4.8%	485	9.9%	1,765	3.1%	6.8%
Unknown/Unable to Locate	0.7%	0.3%	0.4%	5.3%	3.6%	1.7%	313	6.4%	2,675	4.7%	1.7%
Total All Categories <sup>1</sup>	100.0%	100.0%	NA	100.0%	100.0%	NA	4,905	100.0%	56,923	100.0%	NA
Total Graduates							5,650				
Percent Follow-up Reported <sup>2</sup>	80.1%			85.6%				86.8%			
Percent Employed or Continuing <sup>3</sup>	70.0%			73.8%				72.7%			

Source:

Data from Screen 8 of Core Data as of 12/10/04.

Notes:

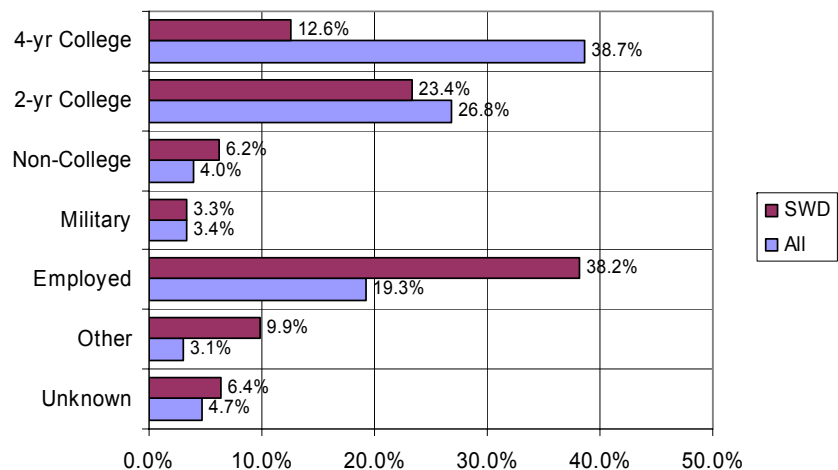
1. Percents based on total number of graduates with follow-up reported.

2. Percents = Total of All Follow-up Categories/Total Graduates

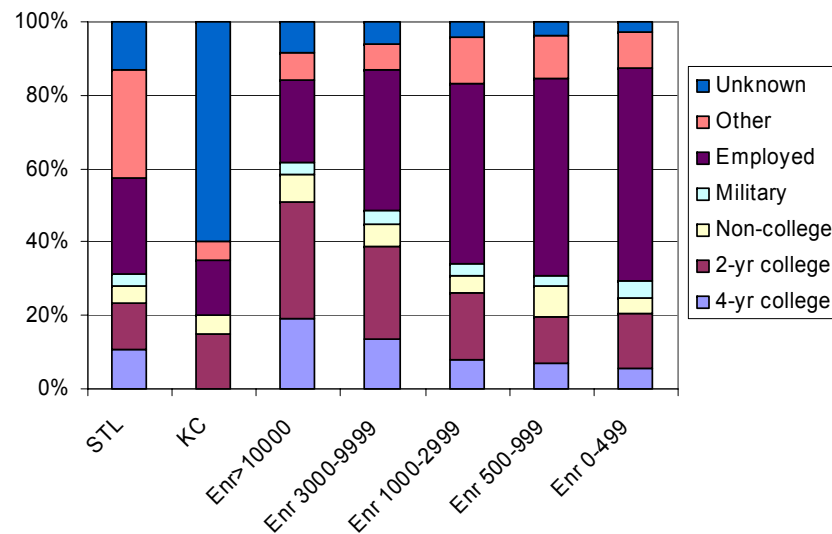
3. Percents = Total Employed or Continuing Education/Total Graduates

4. The Employment Category for students with disabilities may include sheltered workshop. Sampling estimates of 2002 and 2003 graduates suggest 160 students per year transition from school to employment in sheltered workshops. Although Vocational Rehabilitation cannot count this employment as a successful outcome for federal reporting, OSEP has not imposed that same interpretation on SEAs.

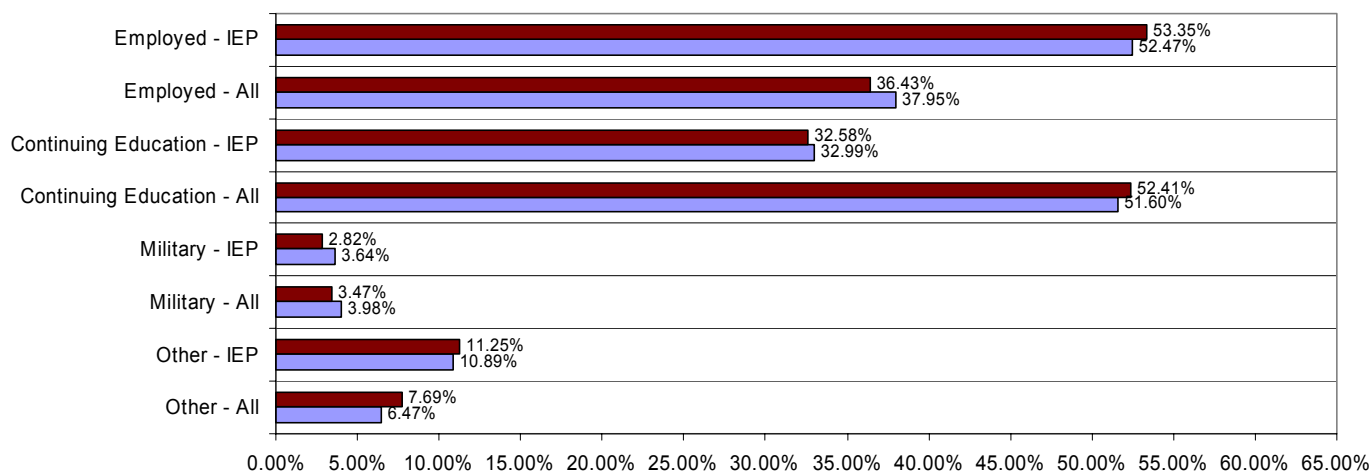
**Six Month Post-Graduate Follow-Up  
Percents in Follow-Up Categories  
Students with Disabilities (SWD) and All Students  
2003 Graduates**



**Post-Graduation Follow-up by District Groupings  
2003 Graduates - IEP Only**



**Post-Vocational Program Follow-Up - IEP and All Students  
Graduation Years 2002 and 2003\***



Graduate follow-up data show that the percent of students with disabilities employed or enrolled in continuing education has remained stable over the past three years. Slight decreases in the percent employed/enrolled are due to increased reporting in the Unknown/Unable to Locate category. Differences between all students and students with disabilities have also remained stable with a larger percentage of students with disabilities being employed and a larger percentage of all students enrolled in four year colleges.

#### Monitoring Data:

The following monitoring data provide information on the number of districts reviewed each year and the number and percent that were found out of compliance at the initial review. The last column "Number not cleared" represents the number of districts with noncompliance that was not corrected as of the most recent follow-up review. Several district follow-up reviews are not yet due for districts with initial reviews in 2003-04; those districts are not reflected in the number not cleared. Procedures for clearing the remaining noncompliance are detailed in GS.I.

Narrative Response 300300 – The agency identifies and makes available a variety of appropriate community work experiences for children with disabilities.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	0			
2002-03	78	3	3.8%	0
2003-04	89	4	4.5%	0

Performance Data 201700 – The percentage of students with disabilities employed or enrolled in continuing education six months post graduation will increase or be maintained at a high level

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	0		
2002-03	71	27	38.0%
2003-04	83	26	31.3%

Indicator B 106710 – A statement of transition service needs (age 14+) addresses anticipated post-secondary goals or career choices.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	89	14	15.7%	0
2002-03	87	20	23.0%	8
2003-04	95	30	31.6%	3

Indicator B 106720 -- A statement of transition service needs (age 14+) includes the proposed courses related to the post-secondary goal(s).

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	89	19	21.3%	1
2002-03	87	31	35.6%	15
2003-04	95	47	49.5%	7

Interview 306800 – Results of interview indicate district staff DID have an overall understanding of transition services.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	37	2	5.4%	0
2002-03	38	5	13.2%	0
2003-04	30	9	30.0%	0

Indicator B 105600 -- Child invited/attends IEP meeting.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	90	15	16.7%	0
2002-03	83	11	13.3%	0
2003-04	97	9	9.3%	0

Indicator B 106800 -- A statement of the needed transition services (age 16+): addresses needed transition services in one or more areas; addresses a coordinated set of activities; activities or goals are written; student's needs, preferences and interests considered

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	82	13	15.9%	1
2002-03	73	17	23.3%	5
2003-04	81	30	37.0%	5

Interview 306400 –Results of interview indicate students with IEPs DO have access to vocational education classes.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	37	5	13.5%	0
2002-03	37	3	8.1%	0
2003-04	23	3	13.0%	0

Indicator B 104520 -- If purpose includes transition, students 14 years and up are invited to attend the IEP meeting.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	90	13	14.4%	1
2002-03	85	16	18.8%	2
2003-04	96	21	21.9%	2

Monitoring data show that districts are found out of compliance in the area of secondary transition. Several monitoring indicators continue to have districts out of compliance for more than one year, and the procedures described in GS.I are being implemented to assist districts in achieving compliance or sanctions will be imposed. In addition to the procedures to correct noncompliance, secondary transition has been identified as a systemic issue in GS.II and was selected as a priority area for improvement planning and focused monitoring efforts.

### Professional Development

Training/Event Title	Districts attending prior to 2003-04	Unduplicated Districts for 2003-04	Did Not Attend this Event Prior to 2003-04	Did Attend this Event Prior to 2003-04
Measurable Goals and Objectives	146	63	44	19

See BF.II for more information on the relationship between MGO training and monitoring data.

## 2. Targets (for reporting period July 1, 2003 through June 30, 2004):

Benchmarks and Targets were established in Missouri's Improvement Plan. A specific benchmark was not identified for the 2003-2004 school year, however, progress will be assessed by determining progress towards the 2005 benchmark.

Percentage of graduates with disabilities who are employed or continuing education six months post-graduation

Year	IEP Students
2005	84.6% Benchmark
2008	90.0% Target

Source: Missouri Special Education Improvement Plan, July 2003

Notes: Based on percent of total graduates

## 3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

The percent of 2003 graduates who were reported as employed or continuing education six month post-graduation was 72.7 percent which is more than 10 percent less than the projected target for 2005. This discrepancy is largely the result of the failure to report follow-up data for over 13 percent of the graduates. Districts who have not reported follow-up for graduates are being contacted, and it is likely that when reporting nears 100 percent, the percent employed/enrolled will reach the target for 2005.

The following provides a summary of efforts in the area of secondary transition since the last APR. Due to the multi-year plan for many activities, progress on partially completed activities is incorporated in the Future Activities section below.

### Professional Development

Secondary transition was established as a focus area by the Special Education Advisory Panel in April 2003. Since that time, several professional development trainings related to secondary transition have been developed and are being implemented. In addition to other modules, DESE is contracting with its PTI, the Missouri Parent's Act (MPACT), to adapt the *Transition to Empowered Lifestyles* curriculum into an on-line format.

### Improvement Planning/State Improvement Grant

Missouri was awarded a State Improvement Grant (SIG) August 2004. SIG dollars were earmarked to address secondary transition. In order to allocate SIG dollars for transition, districts were ranked by graduation and dropout rates, along with other factors. Approximately 30 districts were selected and notified that they were eligible to use SIG awards for professional development or programs to increase secondary transition outcomes. These districts are working with the special education consultants to analyze data in order to develop improvement plans at which time the SIG awards can be used to implement the improvement plans.

### Focused Monitoring Pilot

Simultaneously to identifying districts for SIG assistance, Missouri was working to create a pilot process for focused monitoring of which secondary transition is a focus area. Seven districts that had been identified through the SIG analysis were having district accreditation reviews during 2004-05, and were therefore selected for the focused monitoring pilot process. DESE staff are currently conducting the focused monitoring reviews which include data analysis, file reviews and interviews with students, parents and district staff.

Both the SIG improvement planning process and the focused monitoring process will be evaluated at the end of 2004-05 and district progress will be monitored over the next several years.

#### 4. Projected Targets (for next reporting period July 1, 2003 through June 30, 2004 and on going):

Percentage of graduates with disabilities who are employed or continuing education six months post-graduation

Year	IEP Students
2005	84.6% Benchmark
2008	90.0% Target

Source: Missouri Special Education Improvement Plan, July 2003

Notes: Based on percent of total graduates

#### 5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also GS.I

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BT	Develop and implement professional development curriculum including: <ul style="list-style-type: none"> <li>Empowerment for Life: Teaching Self-Determination Strategies for Effective Transition</li> <li><i>Transition to Empowered Lifestyles</i></li> <li>Differentiating Career &amp; Technical Instruction for Students with Disabilities and Other Learning Needs</li> </ul>	Curriculum developed	Completed	<u><b>Section Responsibility:</b></u> Effective Practices  <u><b>Funding Type:</b></u> Part B SIG
		RPDC special education consultants and trainers have been trained in the curriculum	Completed	
		Coordinated plan for providing training to general and special education staff has been developed	Completed	
		Teacher training sessions concluded/Training in RPDC regions have been conducted and/or training available on-line	2005-2006	
		Impact of training evaluated	2006-2007	
		Curriculum expanded if necessary	2006-2007	
BT	Collaborate with the Division of Career and Technical Education to develop strategies to embed information on students with disabilities in vocational and adult counseling coursework	Meeting convened with Vocational and Adult Education representatives	2005-2006	<u><b>Section Responsibility:</b></u> Effective Practices  <u><b>Funding Type:</b></u> Part B
		Workgroup convened to develop strategies and timelines	2005-2006	
		Appropriate areas in existing coursework identified to embed strategies	2005-2006	
		Coursework provided with newly embedded strategies	2006-2007	
BT	Collaborate with the Division of Career and Technical Education and local school district counselors to increase awareness of agency services that can help assist educators in providing appropriate programming for students with disabilities	Meeting convened to identify agency services available	2005-2006	<u><b>Section Responsibility:</b></u> Effective Practices  <u><b>Funding Type:</b></u> Part B
		Dissemination system developed that includes a variety of medias	2005-2006	
		Marketing system developed	2005-2006	



Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BT	Conduct a session with Institutions of Higher Education (IHE) to train on identified curricula	Participating IHEs identified	Completed	<b>Section</b> <b>Responsibility:</b> Effective Practices  <b>Funding Type:</b> Part B SIG
		Meeting convened	Completed	
		Curricula aligned with MOSTEP competencies if needed	Completed	
		Training sessions conducted with participating IHEs	Completed	
		System developed for including identified curricula into IHE coursework	2005-2006	
BT	Expand DESE, Division of Special Education's website on transition resources	Data reviewed to identify need areas for expansion	2005-2006	<b>Section</b> <b>Responsibility:</b> Effective Practices Data Coordination <b>Funding Type:</b> Part B
		Research-based practices identified	Ongoing	
		Content organized to correspond with performance indicators	2005-2006	
		Family resources identified to correspond with performance indicators	2005-2006	
BT	Collaborate with DESE, Divisions of Vocational Rehabilitation and Career and Technical Education to develop linked web resources for students with disabilities	Joint plan developed to link information with DESE Divisions of Career and Technical Education, Special Education, Vocational Rehabilitation, and M.O. Independent Living Centers	2005-2006	<b>Section</b> <b>Responsibility:</b> Effective Practices  <b>Funding Type:</b> Part B
		Joint plan to link transition web resources with family organizations	2005-2006	
		Joint plan to expand linkages with other adult service agencies	2005-2006	
BT	Collaborate with Vocational Rehabilitation COOP programs and other DESE divisions to establish a usable system of vocational placement and program participation data to enable districts to make data-based transition programming decisions	Other DESE divisions to be involved identified	2005-2006	<b>Section</b> <b>Responsibility:</b> Data Coordination <b>Funding Type:</b> Part B
		Meeting convened to determine what is needed to modify existing system	2005-2006	
		System developed	2005-2006	
		System implemented	2005-2006	
BT	Collaborate with other state agencies in developing and implementing a system for sharing data for purposes of planning for appropriate educational services for students with disabilities	Agencies who provide services to students with disabilities identified	2004-2005	<b>Section</b> <b>Responsibility:</b> Effective Practices Data Coordination  <b>Funding Type:</b> Part B
		Meeting convened with identified agencies to determine what data is collected by each	2004-2005	
		Methods established to share data between agencies	2005-2006	

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BT	Collaborate with the University of Kansas Transition Coalition to create a web-based multi-state system to provide technical assistance and training in the area of transition	Meeting convened to determine what is needed to set up system	2004-2005	<b><u>Section Responsibility:</u></b> Effective Practices Data Coordination  <b><u>Funding Type:</u></b> Part B SIG
		Web-based system developed	2004-2005	
		Web-based system implemented	2005-2006	
		Field test of on-line curricula conducted	2006-2007	
BT	Collaboration between DESE and the Missouri Statewide Independent Living Council to include in the State Independent Living Council's state plan statewide activities for transition services for students with disabilities	Meet with State Independent Living Centers to discuss common issues	2005-2006	<b><u>Section Responsibility:</u></b> Effective Practices  <b><u>Funding Type:</u></b> Part B
		Meeting conducted with statewide Independent Living Centers, statewide Independent Living Council, and districts of Special Education to show results of independent living grants	2005-2006	
		Collaborative plan developed between LEAs and Independent Living Centers	2005-2006	
		State Independent Living Centers review/revise their state plan to include similar services for LEAs to access	2006-2007	
		Collaborative plan between LEAs and Center for Independent Living regarding technical assistance, appropriate services, and peer counseling developed and implemented	2006-2007	
BT	Implement training on quality transition plans and planning	Determine appropriate training and adopt/adapt or develop	2005-2006	<b><u>Section Responsibility:</u></b> Effective Practices  <b><u>Funding Type:</u></b> Part B
		Train Regional Technical Assistance Coaches	2005-2006	
		Implement training	2006	

Annual Performance Report	
*Number of goals/indicators consistent with those for students who are nondisabled	16
Total number of goals/indicators for student who are disabled	25
Percent of goals/indicators consistent with those for students who are nondisabled	64%